

## UNIT 2 - FUELS

### SECTION 4 - ACROSS THE CURRICULUM (ART, LANGUAGE ARTS)

*Advertising involves:*

## EXTRA! EXTRA! READ ALL ABOUT IT!

### Background Information

**Editorials** are short, persuasive essays that express the **opinions** of the editor or editors of a publication. The classic editorial appears on the **editorial page** or in the opinion section of a newspaper, or is otherwise clearly marked as being opinion.



Unlike a syndicated or guest column, the editorial traditionally has no **byline**, though it is usually written by a single person. More newspapers today have bylined editorials. A byline for an article is the writer's name and title or other term, such as "editor," "staff writer," or "guest columnist."

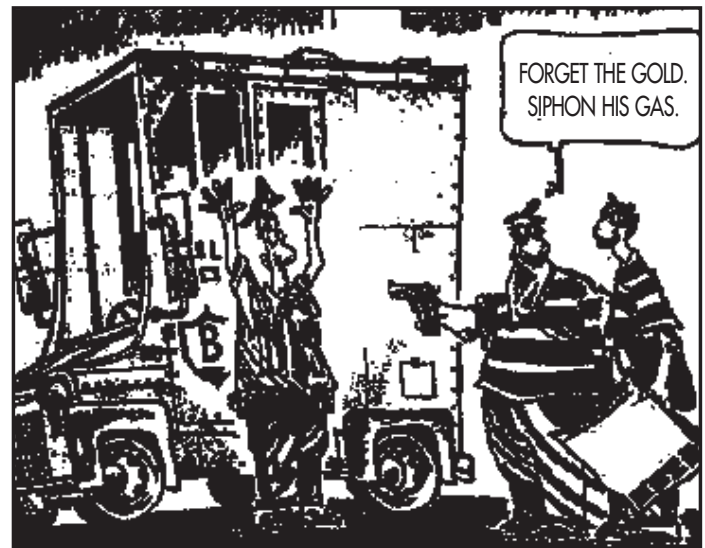
At a small newspaper, the editor-in-chief may write all the editorials. At a large newspaper, editorial positions are decided upon by a team known as the **editorial board**.

Traditionally, the editorial was written in the first person plural, a style called the **editorial "we."** However, most editorials today do not use the first person plural.

Editorials differ in length. Some are fairly long, from 500 to 600 words. Others are short, about two or three paragraphs, which is about 200 words.

Editorials have four basic parts: the **question**, the **proof**, a **conclusion**, and **reader action**. They have a short, catchy title, and they state their position quickly. However, a good editorial should provide several supporting statements, whether of fact or philosophy, for the position endorsed.

**Editorial cartoons** illustrate in pictures what editorials state in words. They are often a capsulized version of an editorial opinion on politics



**Figure 2-4-3 Editorial cartoon**  
Editorial cartoons like this one use stereotyping, caricature, and exaggeration to express opinion

By Mike Thompson  
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INVESTIGATION CONT.**

or society. Editorial cartoons encourage the reader to develop an opinion about someone or something prominent in the news.

Editorial cartoons contain at least one of the following components to convey their intended meaning: **stereotype**, **caricature**, **exaggeration**, **symbolism**, **fact**, **opinion**, or **fantasy**. Most editorial cartoons use a form of art called caricature that pokes fun at well-known people by exaggerating their physical and facial characteristics. Besides caricatures, editorial cartoonists may also use a variety of symbols or pictures to help illustrate their message, which may employ **irony** or **satire**.

Political cartoonist Mike Thompson of the *State Journal-Register* in Springfield, IL, drew the cartoon shown in Figure 2-4-3. The cartoon comments on the high price of gasoline by joking that it is more valuable than the gold carried in an armored car.

Cartoonists can be highly influential. Thomas Nast, a nineteenth-century editorial cartoonist, drew illustrations of the Tweed Ring, a corrupt political administration in New York City. Nast's attacks contributed to the demise and imprisonment of the Tweed administration.

## Materials

copies of well-written editorials from periodicals  
copies of editorial cartoons from periodicals  
white paper and markers for drawing cartoon  
notebook paper

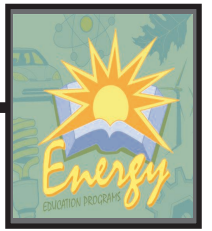
## Procedures

1. Read the background information, paying close attention to the concepts of an editorial and an editorial cartoon. Look up vocabulary words as necessary.
2. Your teacher may take you to the library to find editorials and editorial cartoons, or your teacher may provide you with examples. The cartoons and editorials must be on alternative fuels, gasoline, diesel, or energy. These editorials are models to help as you write your own editorials or draw your own cartoons.
3. Next, read and evaluate the "Fuel Facts." found in the Appendices on pages 405-407. Determine if each fact is a main point that could be the basis for an editorial or editorial cartoon, or if it is just supporting information.

NAME:

CLASS PERIOD:

DATE:



## **EXTRA! EXTRA! READ ALL ABOUT IT! INVESTIGATION CONT.**

4. On your own piece of paper, sort the "Fuel Facts" into four categories: health, the natural environment, safety, or economics.
5. Then write an editorial on one of these four categories using the "Fuel Facts" as arguments or supporting information.

## **Going Further**

1. Create an editorial cartoon to go along with your editorial.